

**CALIFORNIA
COMMISSION ON TEACHER CREDENTIALING**

March 6, 2003

AGENDA ITEM NUMBER: LEG-2

COMMITTEE: **LEGISLATIVE COMMITTEE**

TITLE: ANALYSES OF BILLS OF INTEREST TO THE COMMISSION

<u>XX</u>	Action
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XX Information

Strategic Plan Goal(s):

Continue effective and appropriate involvement of the Commission with policy makers on key education issues.

Presented By: _____
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Date:

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Executive Director

Date:

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 242
Author:	Assembly Member Liu
Sponsor:	The Joint Committee to Develop a Master Plan for Education – Kindergarten through University
Subject of Bill:	Teachers
Date Introduced:	January 30, 2003

Status in Leg. Process:	Referred to Assembly Committees on Education and Higher Education (hearings not scheduled yet)
Current CCTC Position:	None
Recommended Position:	Watch
Date of Analysis:	February 18, 2003
Analyst:	Dan Gonzales

Summary of Current Law

Waivers. Existing law allows the Commission to waive provisions governing the preparation or licensing of educators. The Commission issued 234 multiple subject waivers, 607 single subject waivers and, 1,424 special education waivers during fiscal year 2000-01.

Emergency permits. State law establishes the requirements for emergency permits to allow school districts to assign individuals to teach when an appropriately credentialed teacher is unavailable. Emergency permits must be renewed each year. In order to renew the permit, individuals must complete six semester units towards completion of the teaching credential. An emergency permit may only be issued five times.

An employer must file a *Declaration of Need for Fully Qualified Educators* with the Commission every year declaring the number of permits expected to be requested. Once the *Declaration* is on file, the employer may apply for emergency permits for qualified individuals.

Applicants for an emergency permit must:

- Possess a baccalaureate or higher degree from a regionally accredited college or university;
- Have passed the California Basic Educational Skills Test (CBEST), unless exempted by statutes or regulations;
- Have completed the requirements for the specific permit, such as passage of the appropriate subject matter exams or successful completion of appropriate course work;
- Submit a complete application packet, including the fee and other documents required to verify completion of all requirements for the specific emergency permit, to an employing agency, and;
- Submit Livescan Service form or two fingerprint cards, and the Character and Identification Clearance form.

During 2000-01 the number of emergency permits issued decreased by 1,860 or 5.3%, an indication that California is meeting the demand for non-emergency teachers. This was the first time since class size reduction was implemented in California (1996) that the total number of emergency teaching permits decreased from the previous year. During fiscal year 2000-01, 32,573 emergency permits were issued for teaching assignments (multiple, single, and special education).

Pre-Intern program. The pre-intern program provides early, focused, and intensive preparation in the subject matter that teachers are assigned to teach, classroom management, pupil discipline, and basic instruction methodologies. The pre-intern certificate holder takes the appropriate subject matter examination or is enrolled in a university based subject matter program. The Pre-intern Teaching Certificate is an alternative to the emergency permit. In fiscal year 2002-03 the Pre-intern Program will serve approximately 11,007 pre-interns.

The Pre-intern Program is for prospective teachers who:

- Have not met the subject-matter competence requirement for entry into a credential program.
- Are pursuing a Multiple Subject Teaching Credential, Education Specialist Instruction Credential, or Single Subject Teaching Credential.
- Earned a bachelor's degree and passed the CBEST.

Pre-internships are only offered by participating school districts and county offices of education and are partially paid for by state grants. The Commission awards grants for training and support at \$2,000 per pre-intern per year to school districts and county offices of education that are selected through a competitive grant process.

Higher Education. California's public higher education system consists of three segments. The Regents of the University of California administer the University of California (UC), the Trustees of the California State University administer the California State University (CSU) and the Board of Governors of the California Community Colleges administer the California Community Colleges (CCC).

Joint Committee to Develop a Masterplan for Education. The Joint Committee to Develop a Master Plan for Education – Kindergarten through University submitted a Master Plan for Education for California's next generation of students. The Committee addressed a broad range of issues -teaching and learning, enrollment, funding and governance -across all systems of education. The Committee created seven working groups of practitioners, researchers, and other stakeholders within and outside of education to develop specific recommendations for the Committee's consideration.

No Child Left Behind Act. The federal No Child Left Behind Act of 2001 (NCLB) requires that new teachers hired to teach in Title I schools after July 1, 2002 be "highly qualified." Further, all teachers teaching in core academic subjects are required to be "highly qualified " by the end of the 2005-06 school year.

Summary of Current Activity by the Commission

The Commission is sponsoring a cleanup bill (SB 84, Scott) for any statutory changes that may be necessary to reconcile state credentialing law with the requirements of the NCLB.

Analysis of Bill Provisions

This measure would enact recommendations of the Joint Committee to Develop a Master Plan for Education in four areas: teacher credentialing, higher education, school districts and miscellaneous. Specifically, this measure would:

TEACHER CREDENTIALING

- Prohibit the Commission from granting a waiver authorizing a teacher to be assigned to a teaching position outside of the authorization specified on the credential held by the teacher after an unspecified date.

Comments. Under the NCLB, school districts could not employ teachers serving on waivers in core academic subjects (English, reading or language arts, mathematics, science, social sciences and arts) by the end of the 2005-06 school year.

- Require the Commission to require programs of teacher preparation, induction, and professional development and teacher preparation activities to focus on teaching children with diverse needs, ethnicities, nationalities, and languages, on teaching children who bring particular challenges to the learning process, and on teaching in urban settings.

Comments. The Commission's *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* focus on addressing the needs of all students, which include those specifically, stated in this measure. The law also requires teachers to carry out professional growth activities that would contribute to their competence, performance, or effectiveness as a teacher. The current professional growth requirements do not specifically focus on teaching the children mentioned in the bill. However, the teacher is expected to select those professional growth activities that the teacher and their professional growth advisor determines will improve their teaching.

- Repeal the Commission's authority to issue and renew emergency teaching or specialist permits on January 1, 2005.
- Repeal the California Pre-Internship Teaching Program on an unspecified date.

Comments. The state plan the State Board of Education submits as required under NCLB will include California's definition of a "highly qualified teacher". That definition may eliminate emergency permits and pre-intern certificates in core subjects by the end of the 2005-06 school year. The State Board plans to present the plan to the federal Department of Education for approval in Spring 2003.

SCHOOL DISTRICTS

- Require school boards to review their compensation policies and revise them as needed to ensure that the continuing professional education for which it grants salary credit targets pedagogical instructional leadership, management skills, or academic subject matter knowledge.

HIGHER EDUCATION

- Express legislative intent with respect to professional preparation for educators and child care personnel.
- Require the board of governors and the trustees, and request the regents, to adopt policies regarding the appropriate balance of temporary and permanent tenure-

track faculty for their respective systems. They would submit a written report to the Legislature by January 1, 2005.

- Require the board of governors and the trustees, and request the regents, to submit an annual report to the Legislature establishing the ratio of permanent/tenure-track faculty to temporary faculty they employ and compare this ratio to their systemwide policies.
- Require the board of governors and the trustees, and request the regents, to submit, by January 1, 2005, a report to the Legislature on the activities reserved for permanent/tenure-track faculty in their systems and why temporary faculty cannot carry out these activities.
- Express legislative intent that the board of governors, trustees, and the regents provide adequate pro rata compensation to temporary faculty who agree to perform functions usually restricted to permanent/tenure-track faculty. They would also examine faculty promotion, tenure, and review policies and revise them to ensure that teaching excellence is given significant weight in decisions that affect faculty compensation.

MISCELLANEOUS

- Exclude health and welfare benefits from the scope of representation, require the Department of Personnel Administration to meet and confer with statewide public school employee organizations to establish uniform health and welfare benefits for all public school employees. The measure would require public school employers to provide its public school employees the uniform health and welfare benefits established by the Department of Personnel Administration and statewide public school employee organizations.
- State the intent of the Legislature to establish a career ladder for teachers that rewards exceptional teachers for continuing to serve in the classroom.

Fiscal Analysis

This measure would have an unknown fiscal impact on the Commission. The Commission cannot determine the fiscal impact at this time because many of the dates in the law are unspecified.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

- 1. The Commission supports legislation, which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation, which would tend**

to fragment or undermine the cohesiveness of the preparation of credential candidates.

5. The Commission supports legislation, which strengthens or reaffirms initiatives and reforms, which it previously has adopted, and opposes legislation, which would undermine initiatives, or reforms, which it previously has adopted.

Organizational Positions on the Bill

Support

No known support on this version of the bill.

Oppose

No known opposition on this version of the bill.

Suggested Amendments

The Commission is not proposing any amendments.

Reason for Suggested Position

WATCH – The decision to continue waivers or emergency permits is the purview of elected officials.

